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ABSTRACT

CalState TEACH, a new alternative path to the Multiple Subject CLAD (Crosscultural, Language, and Academic Development) teaching credential, is an 18-month program that culminates in a preliminary credential and 39 semester units of credit. Designed specifically for site-based electronic learning with an integrated curriculum that includes all content areas, mainstreaming, technology, and CLAD standards and meets the needs of intern teachers, the program is administered at five regional centers that serve the entire state of California. This paper outlines the features and benefits of CalState TEACH. The paper focuses especially on the benefits that the new program offers for emergency permit teachers or intern teachers. It describes the program, discusses the integrated curriculum approach, provides program evaluation, gives program administration details, and notes innovation in reading instruction. (NKA)

**A New Pathway For Teacher Training:  
Site-Based/Electronic Learning/Teacher Reading**

**CalStateTEACH Program**

By Jean M. Casey, Ph.D.

**Presentation for California State Reading Association 35<sup>th</sup> Annual Conference**

**Nov. 8, 2001, Ontario, California**

- CalStateTEACH is a new alternative path to the Multiple Subject CLAD teaching credential. It is an 18-month program that culminates in a preliminary credential and 39 semester units of credit.
- Designed specifically with an integrated curriculum that includes all content areas, mainstreaming, technology and CLAD standards and meets the needs of your Intern teachers.
- Five Regional Centers serve the entire State of California.

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### **Features & Benefits of CalStateTEACH**

- Quality curriculum designed by top 30 distinguished teacher educators in CSU system, includes videos of best mentor teachers in the nation, latest texts, CD-ROM, cassettes and access to university experts via internet.
- Integrated curriculum
- Approximately \$1500.00 to \$2500.00 pre-service and intern teacher grant for cost of master teacher at the school for each student as well as funds to cover MSAT costs and first stage materials.

### **Features & Benefits for your teachers**

- Emergency Permit teacher does not have to spend time driving to a university in the evenings.
- Most assignments pertain directly to the emergency or Intern teacher's classroom.
- Emergency teachers' communicate using e-mail, Internet and online discussion groups.
- One university faculty member, who visits Interns at their school, conducts Saturday workshops and tailors the 18-month program to meet specific classroom needs.

## **Specifications**

- The high standards of this program have been approved by the CTC. To complete the credential program, the Intern teacher will need a B.A. or B.S. degree; pass the CBEST and MSAT, and pass the summative assessment in all four stages of the program. Just because they are employed on an emergency credential does not mean that the participant will successfully complete this program. This will help you insure you have quality teachers.

## **Why is this program better for your teachers?**

- This program benefits the emergency permit or Intern Teachers by giving them a high quality integrated program, teaching them about technology, and providing a curriculum that answers their daily needs.
- This program benefits your students and their parents by insuring that the teacher who is not fully credentialed is receiving professional training and support while in the classroom.
- This program benefits your district because you can continue to offer high quality instruction for the students of your community and profit from a partnership with the university.

### **District commitment**

- Get information about the program to all of your emergency teachers; show program Overview video, distribute applications
- Sign Terms of Agreement with university
- Identify Adjunct Site Faculty support teachers at each school site to work with the Intern Teacher(s), and university faculty member

### **Availability**

- Students in the first cohort 1A started the program fall 1999, presently two graduating classes have completed and 800 students are enrolled.
- The earlier participants apply, the more help we can give them toward passing their MSAT before school begins.
- For more information- Please contact: Dave Travis, Associate Director,  
CalStateTEACH at 1-877-CALSTATE or [dtravis@calstate.edu](mailto:dtravis@calstate.edu)

### **Stage 1 Evaluation**

1. Program Technology Base- Internet BlackBoard Web site [ww.bb.calstateteach.net](http://ww.bb.calstateteach.net)
2. Program Guides- Integrated subject study guides patterned after British Open University Program
3. Textbooks

4. Videos and CD-ROMS
5. Program administration

### **Program Description**

Theory and Practice of 'infusion' of technology-CalStateTEACH an integrated curriculum approach empowering teachers in training through technology

Discussion of the development of the curriculum and the vision of this program will be shared, research on the use of online teaching in teacher education will also be presented.

CalstateTeach is designed to provide an alternative to traditional on-campus teacher preparation programs. This approach is field-based, learner-centered, outcome driven, and is built around a set of activities and organized study that relies heavily on the school site as a learning environment. Technology is used to build an electronic community of support for the Intern as well as give them appropriate experiences to use technology successfully in their classrooms.

The heart of this approach is high quality academic and student support material using a variety of media. Students can study at the place and time of their choice, but not at their own pace. Students are guided and supported by an extensive instructional support system provided by faculty members who work with a small group of students in personal meetings and visits, in small groups, and on-line.

Calstate Teach is an 18-month, year round program. Upon successful completion of the program, students will have earned a Multiple Subject CLAD credential and 39 semester units of credit. The primary audience consists of those persons teaching on elementary emergency permits.

### **Curriculum**

The curriculum is unique in that it is an integrated, spiral curriculum progressing in four stages. The first stage is 15 weeks, stage two is 17 weeks, stage three is 17 weeks, and stage four is 23 weeks. Vacations and breaks are interspersed throughout the program. Normal multiple subject credential coursework plus the infusion of Crosscultural, Language and Academic Development (CLAD), mainstreaming, and technology curriculum.

### **Personnel and Partnership**

Five regional centers are located throughout California. Each center has Learning Support Faculty to work with students on-line as well as at their school and Adjunct Support Faculty to mentor Interns on site weekly.

At the elementary schools Adjunct Faculty Supervisor will be also appointed and the observations of the students will be triangulated among School Administrator, University LSF and on-site ASF.

**Program Evaluation**

The program was successfully reviewed by CTC to be available at each CSU, it will be a complete program. Ongoing formative and summative evaluation will occur during the three year pilot of this new, innovative approach to Teacher Education.

**Program Participants**

The program is designed to meet the needs of the Intern in the school districts we serve. It is an alternate pathway with formative and summative evaluation as a vital part of the program.

**Administration of Program**

Chancellor Reed has established an Advisory Board of faculty and administrators to guide this project. As the LSF member of this advisory board I will have the opportunity to represent the Learning Support Faculty during the pilot and implementation of this program.

**Innovation in Reading Instruction**

CD-ROM with sample Literacy Case study for RICA preparation

CD-ROM teaching and demonstrating running records.